

# Executive Summary of Lifelong Learning Survey

## Overall Results

299 rabbis responded to a survey about their involvement and interest in continuing rabbinic education. This report examines in what types of learning opportunities rabbis participate, in what topics they are interested, and what their obstacles are to engaging in continuing education.

### *Continuing Rabbinic Education*

- Overall, more rabbis participated in CCAR Convention (60.8%) and in CCAR Webinar or Teleconference (59.5%) than in any other learning opportunities over the last five years.

### *Current Obstacles to Participation in Continuing Rabbinic Education Opportunities*

- The three most significant obstacles to participation in continuing rabbinic opportunities are:
  1. "Time away from work" (69.5% of respondents)
  2. "Time away from family" (59.4%)
  3. "Money/Funding" (58.7%)

### *Future Obstacles to Participation in Continuing Rabbinic Education Opportunities*

- Looking to the future, these three obstacles still remain the most significant:
  1. 67.9% responded "Money/funding"
  2. 63.7% responded "Time away from work"
  3. 56.6% responded "Time away from family"

### *Importance of Continuing Rabbinic Education Topics*

- Evaluating the twenty topic options based on the percentage of rabbis responding that they are either moderately or very important to them, the top six topics are as follows:
  1. Spiritual Practices (68%)  
Pastoral Care/Pastoral Counseling (68%)
  2. Leadership Training (65%)  
Articulating Mission/Vision (65%)
  3. Organizational Development (61%)  
Board/Lay Leader Relations (61%)

### *Analysis of Filtered Results*

An analysis of these survey results filtered by current position and by current organization reveals some differences.

- Though CCAR Convention and CCAR Webinar or Teleconference are consistently the two most attended continuing education opportunities, the percentage of attendees in the last five years is higher among congregational rabbis (78.3% of respondents) than among those who work in other organizations.
- For rabbis working in congregations, the three most significant obstacles noted above hold true.
- For those working as chaplains (7.7% of respondents), after “Money/Funding” and “Time away from work” the third concern is “Perception that topics available in continuing rabbinic education are not matched with my needs.” This is also an obstacle for rabbis who work in a seminary or academic institution (8.0% of respondents) and those who work in hospitals (4.0% of respondents).

The results demonstrate that there are also differences in topic interest based on position and organization.

- Senior/solo pulpit rabbis (58.2% of respondents) are interested in the six topics listed above and in Israel Advocacy.
- Associate pulpit rabbis (9.4% of respondents) are interested in the six topics above.
- Assistant pulpit rabbis (3.3% of respondents) are interested in these six and also in:
  - Community Organizing
  - Officiating Life Cycle Events
  - Educational Pedagogy
  - Work-Life Balance
- Chaplains (7.7% of respondents) are not interested in Board/Lay Leader Relations, and they find Officiating Life Cycle Events important.
- Teachers (4.7% of respondents) did not select Articulating Mission/Vision or Board/Lay Leader Relations as important, but they additionally did select Israel Advocacy and Educational Pedagogy.

- For Education Directors (6.4% of respondents), Leadership Training, Spiritual Practices and Pastoral Care/Counseling are not the most important, but they are interested in:
  - Educational Pedagogy
  - Supervision of Staff
  - Community Organizing
  
- Those working in Seminaries/Academic Institutions (8.0% of respondents) did not indicate a strong interest in Articulating Mission/Vision or Board/Lay Leader Relations, while Educational Pedagogy and Hebrew Textual Skills were significantly more important.
  
- Rabbis who work in Hospitals (4.0% of respondents) were not interested in Articulating Mission/Vision, Board/Lay Leader Relations, or Organizational Development; they did find the following to be important:
  - Hebrew Textual Skills
  - Work-Life Balance
  - Officiating Life Cycle Events
  - Educational Pedagogy